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ABSTRACT

This handbook addresses itself to the identification and validation of successful programs and practices that may facilitate constructive educational change in the nation's schools. The effort focuses on projects funded by Title III of the Elementary and Secondary Education Act (ESEA), which operates under a legislative mandate to fund exemplary practices as demonstration sites for educational innovation. Exemplary projects are nominated for validation by their respective states according to three criteria: a) effectiveness/success, b) cost information, and c) exportability. The handbook includes a description of the validation procedures and the necessary application and review forms. The application for validation consists of five parts: a) information and project description, b) evidence of effectiveness/success, c) cost information, d) evidence of exportability, and e) certifications and supporting documents. The application is reviewed and rated before an on-site validation team is commissioned. The team is responsible for the validation of evidence submitted by the applicant with regard to a) project description, b) effectiveness/success, c) cost, and d) exportability. (Author)

FOREWORD

Millions of dollars are allocated annually to State and local educational agencies for programs to stimulate improvement of education. In many cases, the programs succeed. They produce significant changes in learner achievement.

By sharing the success of such programs and practices, the benefit to education and to learners can multiply itself many times. This handbook, Sharing Educational Success, addresses itself to the identification and validation of successful programs and practices that may facilitate constructive educational change in the nation's schools.

The effort focuses on projects funded by Title III of the Elementary and Secondary Education Act (ESEA), which operates under a legislative mandate to fund exemplary practices as demonstration sites for educational innovation. Now in its third year of operation, the project has been undergoing refinement and revision to provide maximum usefulness and efficiency in identifying and validating successful practices. In 1972-73, for instance, 107 projects were validated by States as exemplary.

The processes are explained on the following pages. Four forms are included in the handbook. The "Application for Validation" is completed by the local educational agency to nominate its Title III project for possible validation. The "State Rating and Review Form" is used by the State educational agency to determine which projects present acceptable evidence to warrant an on-site visit by a validation team. The "On-Site Validation Form" enables the validation team to verify that the nominated project or practice meets the tests of (1) effectiveness/success, (2) cost information, and (3) exportability. The validation team reports its findings in the "Validation Report." These State-validated practices may then be disseminated by State educational agencies and organizations through their publications, educational fairs, and other means.

The State or local educational agencies may receive approval for USOE dissemination by submitting summary information to the Division of Supplementary Centers and Services. The Division will channel the information to USOE's Dissemination Review Panel.

The handbook represents the combined efforts of the National Advisory Council on Supplementary Centers and Services (NACSCS), the National Association of State Advisory Council Chairmen (NASACC), State educational agencies, and the U.S. Office of Education, working in a continuing partnership to strengthen the evaluation and dissemination of exemplary educational practices. Participation in the state validation process is voluntary. USOE participated in the development of this handbook; therefore, it obtained approval of the handbook by the Office of Management and Budget.

February 1974

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DEFINITIONS

For the purposes of this handbook and for use of the validation teams, the following definitions of terms will be used.

Certification by Validation Team: A statement by the validation team that the project meets State validation criteria.

Change Agent: A person who facilitates planned change or planned innovations.

Consumer School: A school which meets identified needs by adopting/adapting a validated practice from a producer school.

Cost, Developmental: Developmental costs are project expenditures and encumbrances associated with writing curriculum or materials, refining educational methods and performing research activities.

Cost Information: Information on the start-up and operational costs which, when combined with Effectiveness/Success and Exportability, will help an interested school district make a decision about adoption/adaption of the project or practice.

Cost, Operational: Recurring expenditures for services for the learners and the supporting activities required for these services.

Cost, Start-Up: One-time expenditures required to replicate or install a program.

Educational Climate: The prevailing attitudes, standards, or environmental conditions of a group, period of time, or place.

Educational Fair: An exposition or conference featuring validated exemplary educational practices (sometimes shortened to "Ed Fair").

Effectiveness/Success: Project objective(s) identified for validation have been attained and the performance of the learner has been improved.

Exemplary: A practice that has been validated by an on-site visit of experts who certify that it meets three criteria: (1) effectiveness/success, (2) cost information, and (3) exportability. The practice can be recommended as a model for replication

Educational Significance: An effective and adoptable learner improvement possessing recognizable social value to society.

Evidence: Observable phenomena or documentation indicating or furnishing proof of the accomplishment of a stated objective, fact, or event.

Exportable: A validated practice that is feasible to communicate to other school districts and which can be adopted or adapted by other school districts with similar needs and environments. Used interchangeably with "portable" or "replicable."

Grant Period: Period specified in the negotiated grant award.

Innovative: Original, uncommon, and creative.

Learner: The individual or group (child, adult, teacher, administrator, etc.) toward whom the objectives of the project are addressed.

Measurable Objective: A statement of objective describing who is able to do what, at what level of performance, and under what conditions.

Producer School: A school with a validated practice that has been established as a demonstration site.

Program Activities: The total educational processes; strategies; intervention; instructional methods used, including staff, instructional materials and equipment, and facilities to accomplish a stated objective.

Project Period: The total period of time, generally three years, in which a project receives Federal support.

Reliability: The degree to which an evaluation instrument or observation reports accurately and consistently whatever it proposes to measure.

State Certification: The State educational agency's formal review, verification of completeness, and acceptance of the validation report.

Statistical Significance: A statement of probability establishing the parameters of certainty that the changes or outcomes were not due to chance. (Significance levels are usually established at $P \leq .05$, $\leq .01$, or $\leq .001$).

Validation: A process used by the States to review a practice on-site and to verify its credibility as exemplary, through official and/or expert appraisal of evidence.

Validity: The extent to which an instrument, statement, or inference accurately fulfills the purposes for which it was utilized.

VALIDATION SCHEDULE
1973-74

Nomination of lists of potential validators
and projects February

SEA nomination of projects for validation February

SEA selects team members for validation February

Regional validation team training March

On-site visitation and submission of project
reports to SEAs April

SEAs submit State validated projects to
USOE for information purposes May

Evaluation of the total validation process June-September

OVERVIEW

Selecting Projects for State Validation

Each State will nominate Title III projects that it believes are exemplary, based on three criteria:

1. Effectiveness/Success: Project objective(s) identified for validation has been attained and the performance of the learner has been improved.
2. Cost Information: Information on the start-up and operational expenditures which, when combined with Part II, Effectiveness/Success, and Part III, Exportability, will help an interested school district make a decision about adoption/adaption of the project or practice.
3. Exportability: A practice that is feasible to communicate to other school districts and which can be adopted or adapted by other school districts with similar needs and environments.

After considering all active projects within a State, including projects supported with ESEA Title III Section 306 funds, each State educational agency notifies projects eligible for nomination and requests an expression of interest for nomination. The local agency so notifies the State educational agency of its desire to be nominated.

The State educational agency provides copies of the Handbook for Validation of Educational Practices to projects expressing interest. Local projects complete the Application for Validation included in the handbook and submit four copies of it with supporting evidence to the State educational agency before the designated deadline. The ESEA Title III State Coordinator offers technical assistance in preparing the application.

The State educational agency and the ESEA Title III State Advisory Council review and rate the applications for validation and nominate projects for on-site visitation by out-of-state teams.

On-Site Validation Procedures

The purpose of the on-site validation visit is to verify the project as an exemplary project and one that may serve as a model for adoption/adaption by other school districts. Using the Application for Validation as a basis, the validation team verifies the information presented and records its views on the "On-Site Validation Form." Following is an outline of the selection procedures for the validation teams, the training procedures to be followed, and the duties and responsibilities of the teams.

Selecting Validation Teams

For the purposes of validation and team-formation and training, States are grouped into the following 10 areas. (States designed as regional Validation Coordinators are indicated by an asterisk*.):

<u>1</u> Washington *Oregon Idaho Montana Wyoming Alaska	<u>2</u> Hawaii California Nevada Utah *Arizona Guam American Samoa Trust Territories	<u>3</u> *Colorado New Mexico Texas Oklahoma Arkansas Bureau of Indian Affairs	<u>4</u> North Dakota South Dakota Nebraska Kansas *Iowa
<u>5</u> *Wisconsin Minnesota Missouri Illinois Indiana	<u>6</u> Kentucky *Tennessee Louisiana Mississippi Alabama	<u>7</u> Florida Georgia South Carolina *North Carolina Virgin Islands	<u>8</u> Virginia Maryland Delaware District of Columbia *West Virginia
<u>9</u> *Michigan Ohio Pennsylvania New York New Jersey Puerto Rico	<u>10</u> *Maine Vermont New Hampshire Massachusetts Connecticut Rhode Island		

Coordinators from each regional grouping will meet for one day. They will bring a list and the resumes of potential validators who have been nominated from their State. The coordinators will select a validation team and a chairman for each nominated project from the combined listing of potential validators. The team selected, as well as its chairman, must be from a State other than the one in which the nominated project is located.

The coordinators will set tentative dates for on-site visitation of projects and decide how many team members will be included. The minimum number of members on a team is three (the chairman and two others). Coordinators should also determine the tentative cost of validation activities. Each region will determine the method of paying honorariums and expenses for on-site visits and team training. If no minimum is established by the State educational agency, a minimum of \$75 per day honorarium plus expenses is recommended per team member. The team chairman should receive one additional day's honorarium for the preparation of the final report. Expenses must be consistent with State regulations. (Payments shall be withheld from team members until the ESEA Title III State Coordinator determines that the team's report is complete.)

Members of the team should be selected on the basis of their competency to judge the three criteria required for validation: effectiveness/success, cost, and exportability. In a team with the minimum of three members, one member will serve a dual function: as a validator of one criterion and as the team chairman.

One member of the team should be an expert in the substantive area of the project, and capable of judging the project's exportability and innovative quality. One member should be an expert in the cost area. One member should be an expert in evaluation and/or research design in order to judge the project's evaluation processes and results. If the nominated project has a dual focus, such as early childhood education for handicapped children, one member of the validation team should be competent in both areas of education, or another member should be added to the team.

Each State shall be responsible for developing a resource pool of various specialists who will be available to the other State educational agencies in forming validation teams. (This pool will be available to the Coordinators prior to the regional meeting of Coordinators.)

Persons selected as validators must be available to meet as a team for training and orientation, to make the required on-site visits, and to complete the necessary documents and reports. Persons selected shall indicate their acceptance of appointment to the team in writing to the ESEA Title III State Coordinator at least one week following the invitation to participate.

The State educational agency's Title III staff and Title III State Coordinators are excluded from teams except as observers. (Title III staff members include any person paid on full-time or part-time basis with ESEA Title III funds or any person assigned on a full-time or part-time basis to ESEA Title III responsibilities and paid from other sources.)

Validation Team Training

The Validation Coordinators in each of the 10 regions, in cooperation with the U.S. Office of Education, will organize and coordinate regional training session. All team members must participate in one of the FY 1974 training sessions before conducting an on-site validation visit. Team members must be selected and assigned to designated projects prior to the training sessions.

The sessions will include orientation to the validation concept and the use of the validation handbook; training in techniques for verification of evidence and detection of errors in measurement, imprecision of instruments, analysis and inferences, and weaknesses in design and statistical procedures; training in techniques for information gathering, including how to ask questions, type of data to be sought, the observation technique, and verification of evidence of public support for the project; writing the validation team report, including the verification and incorporation of the local project description.

The team chairman should receive additional training at the sessions in on-site duties and the preparation of the team report. Each State educational agency may provide additional training of its own pool of validating experts.

Team Chairman's Responsibilities

The team chairman shall cooperate with the ESEA Title III State Coordinator in the nominating State and with representatives from the nominated project in setting up a preliminary on-site validation agenda. He will chair the planning meeting of the validation team in coordination with the ESEA Title III State Coordinator in the nominating State. If necessary, he will revise the agenda and schedule with representatives from the nominated project.

During the on-site visit, the chairman will coordinate activities and the preparation of preliminary reports. He will chair meetings of the team; verify the completeness of each team member's report; and write and submit the validation team's final report to the ESEA Title III State Coordinator within two weeks of the visitation.

Local Project Preparation

In preparation for the on-site visit by the validation team, the project staff will:

- a. Provide copies of original proposals, including the evaluation plan, continuations, addenda, and changes in the original proposal and evaluation reports to the validation team, prior to the orientation and training sessions for the teams.
- b. Have accessible all evaluation data and instruments (objective and subjective). This includes data from tests, questionnaires, checklists, rating sheets.
- c. Provide a list of all professional and nonprofessional personnel connected with the project and their functions. Such personnel should be available for consultation during the validation visit.
- d. Have available any instructional materials which have been produced by the project.
- e. Have accessible project financial records.
- f. Have available copies of all dissemination materials.
- g. Provide working space for the validation team.
- h. Provide office materials needed by the team.
- i. Arrange for any secretarial and other help the team may need.
- j. Help arrange lodging for team members, if necessary.
- k. Arrange on-site visits with the following, if requested: teachers, students, community groups, parents, principals, school board members, superintendents, and any other persons pertinent to validation activities.
- l. Prepare assurance by the local superintendent regarding project continuation.

Team Members' Responsibilities

Prior to the on-site visit, team members shall familiarize themselves with the abstract and project proposal; copies of project evaluation instruments and results, and copies of the completed Application for Validation. Team members should specifically note the following information:

- a. Learner and community characteristics of the area served by the project including: demographic data, socioeconomic characteristics, and racial and ethnic composition.
- b. Information on the school system.
- c. Critical educational needs as specified by the project.
- e. The relationship of project activities to project objectives.
- f. The evidence noted by the project related to the three specific criteria: effectiveness/success, cost, exportability.
- g. The listing of people to be contacted during the validation visit.

Validation team members will use the On-Site Validation Form found in this validation handbook. The critical examination of evaluative data, such as test data on pupils or anecdotal data is essential. Conducting sample surveys and spot-checking the validity of data may be required in certain instances. The following additional activities are suggested as a means of validating the project's exemplariness:

- a. Observation of project activities.
- b. Interviews with pupils, teachers, administrators, citizens, parents, and others to determine involvement, understanding and reactions to project objectives.
- c. Examination of evaluative data, such as test data on pupils or anecdotal data. (Conduct sample surveys and spot-check validity of data, if appropriate.)
- d. Observe the use of equipment and materials if integral to the project purposes.
- e. Examine management procedures and change strategies.
- f. Meet with project staff and school personnel and other interested persons in summarizing tentative findings.

Team members will sign the final validation summary prior to leaving the project sites. The validation team chairman will complete and submit the validation report to the ESEA Title III State Coordinator in the State where the project is located, within two weeks following the on-site visit.

The Validation Report

Development of the Validation Report is the responsibility of the validation team. Each team member must submit a written report on the criteria area for which he is assigned responsibility. He must rate each item within the criteria area, presenting his ratings, comments, and recommendations to the entire team. Agreement must be reached on the final ratings, comments, and recommendations that will appear in the final report. In the event there is an issue that cannot be resolved to the satisfaction of the entire group, the opinion of the majority shall determine the final rating and a minority statement shall be filed by the disenter(s).

A draft of the final report will be completed and approved by the team at the end of the on-site validation visit. The chairman shall assume responsibility for writing and editing the final report for submission to the State educational agency.

The Validation Report consists of five sections:

Section A: Project Information

Section B: Project Description

Section C: Conclusions and recommendations by the team including minority reports

Section D: A statement as to the innovativeness of the project as viewed by the Validation Team

Section E: Attachments:

1. A copy of the on-site validation form with the team's final rating.
2. Copies of individual team members' written reports which form the basis for the chairman's summary report.
3. Certification by team members that the reports and accompanying documents are accurate and valid and that the project has been validated or has not met validation criteria.
4. Certification by the superintendent of the local educational agency that the project will be continued and the conditions of the continuation.
5. After a review and acceptance of the Validation Report, the State will add the following two items to the attachments
 - a. Certification by the Chief State School Officer that the team ratings and comments have been reviewed and found to be accurate and complete.
 - b. State educational agency checklist.

State Certification

The State educational agency certifies that the validated project is worthy of consideration for adoption/adaption. The procedure to be used is as follows:

1. The Title III, ESEA, Coordinator and staff in the nominating State educational agency review the report submitted by the Validation Team. They check the report for accuracy, completeness, clarity, editorial consistency, and necessary signatures. They resolve any questions by consulting with the chairman of the Validation Team.
2. The Coordinator submits the completed report to the Chief State School Officer who certifies that the project meets the established validation criteria and that it is recommended for replication.

Recognition

The schools and communities that have successfully undertaken projects of such high quality as is required to meet the rigorous validation process described in this manual deserve commendation. At the State level, the chief state school officer and his staff may wish to recognize this accomplishment by means of a letter, special mention, certificate, or some other tangible form of recognition.

States are encouraged to submit copies of the validated projects to USOE's Division of Supplementary Centers and Services and to other national organizations such as the National Advisory Council on Supplementary Centers and Services and the National Association of State Advisory Council Chairmen.

Each organization will recognize the validated projects in an appropriate manner.

Dissemination

The main purpose of the validation process is to improve the quality of education throughout the Nation by identifying exemplary and successful educational practices and by encouraging their widespread replication. Various forms of dissemination may be followed:

1. The chief state school officer and his staff will undoubtedly extend their efforts to have the validated projects within their own state made known and adopted or adapted by other schools and school districts.
2. Similarly, an interchange among SEAs and LEAs across State borders is to be recommended.
3. At the national level, the National Advisory Council on Supplementary Centers and Services and the National Association of State Advisory Council Chairmen will disseminate information about exemplary projects and practices.
4. Program personnel in the U.S. Office of Education will provide technical assistance and support in mounting and carrying out mechanisms for, and in the enhancement of the process of identifying and sharing educational success.
5. The U.S. Office of Education will disseminate information through available channels on a nationwide basis on the validated practices which meet the criteria of the USOE Dissemination Review Panel.

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If the LEA or SEA wishes to have a project approved by the USOE Dissemination Review Panel, it should complete and return a copy of the form found on page 117 of this manual, "Form for Submitting ESEA, Title III, Materials to the USOE Dissemination Review Panel," along with supporting materials to USOE's Division of Supplementary Centers and Services.

The project descriptions called for on pages 106 through 109 of this manual may be summarized for the above purpose. The section of the Validation Report which presents "Evidence of Effectiveness" (pages 108 and 109 of this manual) may be duplicated and attached to the form on page 117. The summary should not exceed eight pages.

APPLICATION FOR VALIDATION

Directions: This form is used by the local educational agency as an application for validation of projects or practices for dissemination.

The form has five parts. (Complete all items under each part.)

- Part I: Information and Project Description
- Part II: Evidence of Effectiveness/Success
- Part III: Evidence of Cost
- Part IV: Evidence of Exportability
- Part V: Certifications and Attachments of Supporting Documents

Your response to each item will be reviewed by the State and rated on-site by a team of validators. Be brief and specific in your responses. Give the best data available that directly address the question. The report must be summarized or vital data extracted and reported in the space provided in the form. Reports and other documents from which the evidence was extracted may be attached. (Suggestion: after the evidence is reported, do a self-rating of evidence. Are you satisfied with the scope and strength of the evidence provided? Does it adequately support your claim of project effectiveness and exportability? Are costs stated accurately?)

The description of the project, Part I, B, should be able to stand alone. All evidence must be contained in the description and should not require additional reference to other documents. It will be separated from the rest of the application form and used for project review. Finally, it may be used as part of a publication for dissemination.

Submit four copies of the application, including attached documents, to the State educational agency prior to the designated deadline.

PART I--Information and Project Description
(Complete Part I after completing Parts II through IV.)*

A. PROJECT INFORMATION

Area of concern _____
(e.g., Career Education, Handicapped, Reading, etc.)

Project Title _____

Project Director's Name _____

Address _____ City _____ State _____ Zip Code _____

Phone Number (include area code) _____

Application Agency _____

Location _____
(Street Address)

City _____ State _____ Zip Code _____

Superintendent's Name _____

Address _____ City _____ State _____ Zip Code _____

Phone Number (include area code) _____

Project Period: beginning _____; ending _____
date date

Expenditures

<u>Grant Period</u>	<u>Title III Funds</u>	<u>Other Funds</u>	<u>Total Funds</u>
_____ to _____	\$ _____	\$ _____	\$ _____
_____ to _____	\$ _____	\$ _____	\$ _____
_____ to _____	\$ _____	\$ _____	\$ _____
_____ to _____	\$ _____	\$ _____	\$ _____
Total	\$ _____	\$ _____	\$ _____

*/ Parts II through IV serve as the source of information for Part I.

PART I--Information and Project Description (cont.)

B. PROJECT DESCRIPTION

1. Describing the Context

- a. Describe the needs and motivation that encouraged the local education agency to apply for ESEA Title III funding.
- b. Discuss the general purpose or goals of the project.
- c. Describe the context in which the project operated such as locale, population of the school and community, financial conditions of the school, other special features.

2. Explaining the Project

- a. The opening statement should describe "what" the project proposes to accomplish. This should include the identification of the major measurable project objectives. The "what" may also show what makes the project different from similar projects.
- b. The information on "what" should be followed by "how," which refers to the services, activities, methods, personnel, facilities, equipment, and materials used to accomplish the objectives of the project. Services refers to such services as guidance and counseling, health, and reading instruction. Methods refers to such methods as individualized instruction or a phonetic approach to reading. Report only major activities. Report the activities of the teacher and the learners and the duration of such activities. Personnel refers to professionals, including consultants, and nonprofessionals, including volunteers and teacher aides.
- c. The information on "how" should be followed by "who." Describe the beneficiary participants such as students, parents, teachers. Include information on special attributes such as dropouts, handicaps, migrants. Give the number of participants and their grade spans.
- d. Follow the information on "how" with "when" and "where." "When" refers to a specific time or period of the project (e.g., summer, after-school, four-day week, one-hour per day). "Where" refers to the place where the services are performed (e.g., in school, off campus, at a center or other location).

PART I--Information and Project Description (cont.)

2. Explaining the Project (cont.)

- e. Give human interest examples relating to the involvement of children--their activities, attitudes, reactions and feelings; problems encountered; special relationships with the community; etc.

3. Describing Effectiveness

Summarize the evaluation strategy and the evidence of the effectiveness and exemplary character of the program.

- a. Begin by identifying the major measurable objectives to be validated, if all project objectives are not to be validated. This will set the stage for describing effectiveness by indicating who should do what under what conditions and to what minimum standard of performance.
- b. Describe the number and method of selecting participants for the project and also for evaluation, if they differ.
- c. Describe the number and method of selecting persons for the comparison groups, if any.
- d. Describe the special occurrences during the project year that might affect the interpretation of the project results such as the number of participants who left the project, the number who were added, any period of inactivity for the project, unavailability or lateness of arrival of materials.
- e. Describe the evaluation strategy. This includes what was evaluated and who, when, where, and how the evaluation was conducted. Identify the evaluation instruments and discuss their validity and reliability. Give the time lapse between pre-tests and post-tests, if applicable.
- f. Describe the findings and relate them to each objective. Use measures of central tendency, dispersion, and other descriptive statistical techniques in your description of the findings. Report other analysis undertaken. Report comparisons made from collected data. Illustrate summary data in graphic displays, charts, and tables.

PART I--Information and Project Description (cont.)

3. Describing Effectiveness (cont.)

- g. Report the statistical test used to determine the significance of the learner change and the resulting level of significance. Taking into account the errors of measurements and the internal and external validity of the data, draw conclusions as to the extent to which each objective was attained and the statistical and educational significance of that attainment.

When using control group(s) or norms for purposes of comparison, the data should demonstrate that the statistical differences found were attributable to project intervention activities, not to normal growth or achievement.

- h. State conclusions where possible that the project is effective and is superior to other more commonly used approaches or methods and that the findings are generalizable to other groups.

4. Describing Costs

Give the developmental and operational costs, based on the total expenditure cost of the last grant period. Based on your experience, estimate what you believe would be the start-up cost for another district (assuming the district can profit from your development of materials, etc.).

5. Describing Exportability Factors

Summarize step-by-step the processes that would be involved in adoption of the project by other school districts, including information about materials, equipment, staff training.

6. Publications and Materials

If locally developed publications are available for dissemination, give title, description and cost.

7. Describing Unanticipated Outcomes and Spinoff Findings

PART II--Effectiveness/Success

Project objective(s) identified for validation have been attained and the performance of the learner has been improved.

Directions: Evidence on effectiveness/success is to be reported by objective. Part II has 15 items. Respond to all 15 items for each nominated objective. You will need as many sets of Part II blank forms as you have objectives.

Only major objectives should be presented for validation. List these objectives below. Number consecutively. The handbook contains one set of forms. Reproduce as many sets of forms as you need.

PART II--Effectiveness/Success (cont.)

Objective No. _____

1. State each major objective to be validated on a separate set of Part II, Effectiveness/Success, forms. Number each objective for identification. From here on, identify the objective by its assigned number. You will need as many sets of Part II forms as there are objectives to be validated.

Each objective should include the following specifications: (1) who is able to do what, (2) at what level of performance, and (3) under what conditions. Any objective not meeting the necessary specifications of measurability will be eliminated from further review, investigation and validation.

State objective:

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. ____

2. Provide evidence to justify the need for the objective under consideration by describing the needs assessment procedures and the related findings.

Description of needs assessment and findings:

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. ____

3. Describe the activities (methods, strategies, program intervention, etc.) employed to accomplish the objective under consideration. Describe the intensity of each method in terms of full-time equivalent professional and nonprofessional personnel required, hours of instruction, etc.

Describe activities for the attainment of the objective:

PART II--Effectiveness/Success (cont.)

Objective No. ____

- 4(a). Provide the evaluation design for the objective under consideration which, when implemented, will provide the information necessary to determine whether the objective was actually attained.

Describe evaluation design:

PART II--Effectiveness/Success (cont.)

Objective No. ____

- 4(b). For the objective under consideration, describe the evaluation procedures used to implement the evaluation design (i.e., an evaluation procedure of data collection specifying who did what to whom, how, under what conditions, and when).

Describe the procedures used for evaluation:

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. ____

- 4(c). Provide supporting evidence that the project activities were the cause of the attainment of the objective(s).

When control group(s) or norms are used for purposes of comparison, the data should convincingly demonstrate that the statistical differences reported are attributable to project intervention activities, not to normal growth or achievement.

Describe the activities:

PART II--Effectiveness/Success (cont.)

Objective No. ____

- 4(d). If evaluation information was collected on a sampling of the project's participants, describe sampling technique. Give sampling size, confidence limits, and margin of error.

If sampling procedure was not used, write "Not Applicable" (NA) below.

Describe sampling technique:

PART II--Effectiveness/Success (cont.)

Objective No. ____

- 4(e). Where control groups exist, describe how they were selected and give some indication of their equivalency to the project group.

If control groups were not used, write "not applicable" (NA) below.

Describe procedure, give evidence of equivalency:

PART II--Effectiveness/Success (cont.)

Objective No. ____

- 4(f). Identify and describe each instrument utilized in the evaluation of each objective. Instruments can be standardized or locally developed tests, questionnaires, interview forms, rating forms, inventories, etc. Include the instrument's validity, reliability, and sensitivity to measure the range, scope, and nature of the behavior measured.

Identify and describe the instrument:

PART II--Effectiveness/Success (cont.)

Objective No. ____

- 4(g). Give evidence that persons responsible for data collection (administration of tests, inventories, attitude scales, etc.) were qualified for their tasks. List type of data collection for the objective under consideration. Identify persons collecting data. Discuss skills needed for the task, and the actual skills of the data collectors.

Give evidence of qualifications:

PART II-Effectiveness/Success (cont.)

Objective No. _____

- 4(h). Describe data verification procedures used to assure the accuracy of data for each objective. The descriptions should include the nature of and degree to which data verification procedures were used to detect and correct errors in data management.

Describe the procedures:

PART II--Effectiveness/Success (cont.)

Objective No. ____

- 4(i). Report the data analysis procedure(s) used in data treatment and interpretation of the evaluation findings.

Include the name of the person responsible for the analysis.

Describe the procedures:

PART II--Effectiveness/Success (cont.)

Objective No. ____

5. Provide evidence that the objective was attained at or above the criterion level(s) established for that objective.

Present evidence:

PART II--Effectiveness/Success (cont.)

Objective No. ____

6. State the conclusions which were drawn from the results reported, the evidence, the associated cause of learner change and the generalizability of the findings.

State the conclusions:

PART II-Effectiveness/Success (cont.)

Objective No. _____

7. Present evidence which supports both the (a) statistical and (b) educational significance of the reported findings and conclusions.

Present evidence:

PART III--Cost Information

Cost Information: Information on start-up and operational costs which, when combined with Part II, Effectiveness/Success, and Part IV, Exportability, will help an interested school district make a decision about adoption/adaption of the project practice.

Directions: In order to provide financial information for the validation, estimate costs for potential adopters of the project, give the budget data for the current year of operation as requested.

Please follow the usual format of Title III budgets listing:

100	Administration
200	Instruction
300	Attending Services
400	Health Services
500	Pupil Transportation
600	Operation of Plant
700	Fixed Charges
800	Leasing of Facilities
900	Food Services
1000	Student Body Activities
1100	Community Services
1200	Improvement to Site
1300	Construction
1400	Remodeling
1500	Capital Outlay

Within each line, list specific numbers and positions, e.g.,

200	Instruction
201	3 teachers (10 months)
202	1 guidance counselor (10 months)
203	1 reading resource teacher (10 months)

PART III--Cost Information (cont.)

Directions (cont.)

Developmental Costs are project expenditures and encumbrances associated with writing curriculum or materials, refining educational methods and performing research activities. Salaries and expenses paid to meet the requirements peculiar to federal funding are considered under developmental costs. Examples include administrative costs, writing of proposals, on-site visits, staff travel to visit similar programs, evaluation design and implementation, dissemination, auditing, Advisory Council activities, and most workshops.

Operational Costs are those expenses and encumbrances that would be necessary each year if the local school district incorporates the project as part of its regular school program without expanding or reducing it in subsequent years.

It is important that the costs listed be complete but not overstated. The accuracy of the figures may be checked by comparing the "Total Costs" for each line item with the sum of the Developmental and Operational Costs. (See sample format on following page.) The Total Cost of the project should be consistent with the amount reported in Part I, Information and Project Description.

PART III--Cost Information (cont.)

SAMPLE OF COST INFORMATION FORMAT

Item	Total Costs		Developmental Costs		Operational Costs	
	ESEA III	Other	ESEA III	Other	ESEA III	Other
<u>Administration</u>						
Project Director	\$ 11,776		\$ 11,776			
Sec. Cler.	4,250		4,250			
Contracted Services						
Evaluation	1,000		1,000			
Sta Proc.	1,000		1,000			
Supplies-Mat.						
Office Sup.	915		915			
Stage	300		300			
Printing	200		200			
Senior Admin.						
Admin. Travel	443		443			
<u>Instruction</u>						
Teachers (10 months)	20,842	\$ 11,074 (Local)	2,600 (Staff Workshop)	\$ 1,400	\$ 18,242	\$ 9,674
Guidance Counsel(10 mos.)	7,573		950 (Local&Nat. Workshop)		6,623	
Reading Resource Teacher (10 months)	11,380		1,250 (Staff Workshop)		10,130	
Outdoor Ed. Teacher (2 months)	12,611		820 (Nat. Park Training)		11,791	
Contracted Services						
Consult. Inst.	500		500 (Staff Workshops)			
Supplies-Mat. Library		4,500 (ESEA II)		4,500		
Curric. Mat.	2,156		2,156			
Math.Soc.Stud.Sci.Lang. (arts)						
Environmental	500	500 (Local)	500	1,000		
		500 (NDEA III)				
Spec. Ed. Mat.		2,000 (State Sp. Ed.)		2,000		
Total	\$75,446	\$ 18,574	\$ 28,550	\$ 6,900	\$ 46,786	\$ 9,674

1. Give: (1) the total expenditure and (2) the total number of months in the last completed grant period.

Based on the expenditure figure, provide the estimated cost of operating this program by another school district. Use the following format:
See instructions and sample on the previous pages.

Item	Total Costs		Development Costs		Operational Costs	
	ESEA III	Other	ESEA III	Other	ESEA III	Other
Total						

PART III--Cost Information (cont.)

2. Find the per-learner operational cost per month by dividing the number of participants into the operational costs and then dividing the resulting dividend by the number of months in the grant period.

$$\left. \begin{array}{l} \text{Per-learner} \\ \text{Operational} \\ \text{Cost per} \\ \text{Month} \end{array} \right\} = \frac{\left(\begin{array}{c} \text{Total} \\ \text{Operational} \\ \text{Cost} \\ \hline \text{Number of} \\ \text{Participants} \end{array} \right)}{\begin{array}{c} \text{Number of} \\ \text{Months in} \\ \text{Grant Period} \end{array}} = \$ \underline{\hspace{2cm}}$$

Step #1: Divide the total operational cost (sum of ESEA and other costs) by the number of participants.

Step #2: Divide the resulting dividend (per-learner operational cost) by the number of months in the grant period.

PART III--Cost Information (cont.)

3. Give the estimated average total number of hours per learner served during the last grant period.

____: average total number of hours per learner served.

Present data on how figure was derived:

PART III--Cost Information (cont.)

4. Estimate start-up cost if the local educational agency is to replicate the project in a similar environment. Start-up costs are one-time expenditures required to replicate this project or install it at another site.

Present data on start-up costs of the following:

- a. Staff Development \$ _____

(Staff training workshops excluding materials and curriculum development sessions). Estimate number and length of sessions and the number of staff members participating in each session. Include the part of salaries paid during staff development sessions.

- b. Materials \$ _____

Give general type and approximate number of each type, e.g., audiovisual materials, textbooks.

- c. Facilities \$ _____
(rental, purchase, remodeling)

Indicate number and size of rooms/centers

- d. Contracted Services \$ _____

(General description, e.g., evaluation, medical examinations.)

PART III--Cost Information (cont.)

4. (cont.)

e. Equipment

\$ _____

(rental, purchase) Give general type and approximate number, e.g., audiovisual, physical education.

f. Travel

\$ _____

State the kinds of locations, method of transportation, approximate number of trips and number of persons.

g. Other (Describe below)

\$ _____

h. Total estimated start-up cost

\$ _____

i. Give the total number of learners upon which the above total estimated start-up costs are based.

_____ number

Present data on how start-up cost figure was derived:

PART III--Cost Information (cont.)

5. Find the estimated per-learner start-up costs by dividing the total estimated start-up cost given on page 42, item "4,h" by the total number of learners given on page 42, item "4,i".

\$ _____: per-learner start-up cost.

Application
for Validation

PART IV--Exportability

A validated practice is exportable if (1) it is feasible to transport it to other school districts and (2) it can be adopted or adapted by other school districts with similar needs and environments. Used interchangeably with portable, replicable, and communicable.

1. Provide in the space below a description and documentation of the needs for this project in your school district.

Report evidence:

PART IV--Exportability (cont.)

2. Will the project be continued with State or local funds? (Other than
ESEA Title III) YES _____ NO _____

Report evidence:



PART IV--Exportability (cont.)

3. If the project is validated, is the Board of Education willing to operate the project as a demonstration site (i.e., accept the role as a producer school. See definition.).

YES _____ NO _____

Report evidence:

PART IV--Exportability (cont.)

4. Provide in the space below a detailed description of the target population (e.g., age, ethnic composition, income level, teacher experience, family, urban/rural).

Description:

PART IV--Exportability (cont.)

5. Describe the nature of the institutional variables (e.g., the school administration teaching staff, physical facilities) which are critical to the success of the project.

Description:

Application
for Validation

PART IV--Exportability (cont.)

6. Describe any community and home variables critical to the success of the project (e.g., the necessity for parental and community involvement, etc.).

Description:

PART IV--Exportability (cont.)

7. Describe clearly and precisely the activities critical to the success of the project.

Description:

Application
for Validation

PART IV--Exportability (cont.)

8. List essential materials (software) used by students, teachers, and others and the source and cost of items. Describe the availability of the materials.

Description:

Application
for Validation

PART IV--Exportability (cont.)

9. Describe the types, numbers and qualifications of personnel required to operate the project successfully.

List types, numbers and qualifications:

PART IV--Exportability (cont.)

10. Describe procedures and materials necessary for personnel training.

Describe procedures and identify materials:

PART IV--Exportability (cont.)

11. Discuss the feasibility of adopting the entire project or components of the project.

Report evidence:

PART IV--Exportability (cont.)

12. Describe any special equipment (hardware) and/or unique facilities required for the project.

Description of equipment and facilities:

Application
for Validation

PART IV--Exportability (cont.)

13. Identify special problems encountered in implementation of the project and describe solutions: (unique to this kind of project)

List problems and solutions:

STATE REVIEW AND RATING FORM

Directions: Review the Application for Validation

Rate each item contained in the Application under the three parts (Effectiveness/Success, Cost Information, and Exportability) by indicating on the Summary Rating forms whether the information furnished by the local educational agency is acceptable or unacceptable.

The criteria for acceptability of information include the completeness, the quality, and the appropriateness of the applicant's response to each question. The reviewer should keep two questions constantly before him: (1) Has the project successfully met the criteria for effectiveness/success, cost information, and exportability as defined in both the Application for Validation and On-Site Validation form?
(2) Has the project provided verifiable evidence to support its claims?

State Review
and Rating Form

Review and Rating of Evidence of Effectiveness/Success

Directions: Review the evidence provided for each item under Part II, Effectiveness/Success, in the Application for Validation.

Rate as "acceptable" (A) or "unacceptable" (U) the information furnished by the local educational agency on each item.

Items 1, 5, 6, and 7 for each objective must receive a rating of "acceptable" (A) or the objective must be eliminated from further consideration or nomination for validation. If the objective is eliminated, the state review team should determine if the objective is crucial to the significance of the project or practice under consideration for validation. Upon such determination, the entire project or practice should be rejected from further review.

State Review
and Rating Form

Review and Rating of Evidence of Effectiveness/Success (cont.)

SUMMARY RATING

Evidence of Effectiveness/Success Items	Rating						
	A=Acceptable						
	U=Unacceptable						
	Nominated Objective by Number						
	1	2	3	4	5	6	7
*1. Measurability of objective							
2. Needs determination							
3. Intensity of project activities							
4(a). Evaluation design							
4(b). Evaluation procedure							
4(c). Project activities							
4(d). Sampling technique							
4(e). Control group selection							
4(f). Instrumentation							
4(g). Qualified personnel							
4(h). Data accuracy							
4(i). Data analysis procedures							
*5. Attainment of objective							
*6. Learner change and generalizability							
*7. Statistical and educational significance							

*Items 1, 5, 6, and 7 for each objective must receive a rating of "acceptable" (A) or the objective must be eliminated from further consideration or nomination for validation. If the objective is eliminated, the state review team should determine if the objective is crucial to the significance of the project or practice under consideration for validation. Upon such determination, the entire project or practice should be rejected from further review.

Review and Rating of Evidence of Cost Information

Directions: Review the evidence provided for each item under Part III, Cost Information in the Application for Validation.

Rate as "acceptable" (A) or "unacceptable" (U) the information furnished by the local educational agency on each item.

Each item must receive a rating of "acceptable" (A) or the project or practice must be rejected from further review.

SUMMARY RATING

<u>Evidence of Cost Items</u>	<u>Rating</u>
	A=Acceptable U=Unacceptable
1. Cost information for last completed budget period	☐
2. Information on per-learner cost	☐
3. Information on average number of hours per learner	☐
4. Information on start-up costs for replication	☐
5. Information on per-learner start-up costs	☐

Review and Rating of Evidence of Exportability

Directions: Review the evidence provided for each item under Part III, Exportability, in the Application for Validation.

Rate as "acceptable" or "unacceptable" (A) or (U) the information furnished by the local educational agency on each item.

Items 1, 2, 3, 8, and 10 must receive a rating of "acceptable" (A) or the project or practice must be rejected from further review.

SUMMARY RATING

<u>Evidence of Exportability Items</u>	<u>Rating</u>
	A=Acceptable U=Unacceptable
* 1. Description of learner needs	
* 2. Continuation of project with state or local funds	
* 3. Willingness to serve as a demonstration site	
4. Description of target population	
5. Description of institutional variables	
6. Description of community and home variables	
7. Description of project activities	
* 8. Availability of software	
9. Description of personnel	
*10. Training procedures and materials	
11. Adaptability of project	
12. Description of hardware	
13. Description of problems and solutions	

*Items 1, 2, 3, 8, and 10 must receive a rating of "acceptable" (A) or the project or practice must be rejected from further nomination or consideration for review.

State Review
and Rating Form

State Educational Agency Selection Form

Name of Project _____

School District _____

Address _____

Upon the review of Application for Validation:

_____ This project is selected for validation.

_____ This project is not selected for validation.

Signature of Appropriate SEA Official

Print name

Title

Date

ON-SITE VALIDATION FORM

Directions: This form is used by the validation team to record its on-site findings and ratings of evidence. The evidence to be validated on-site is found in the local project's Application for Validation and its attachments of reports and other documents.

The form has four parts:

- Part I: Validation of Information and Project Description
- Part II: Validation of Evidence on Effectiveness/Success
- Part III: Validation of Evidence on Cost
- Part IV: Validation of Evidence on Exportability

Please read the directions carefully. Note in Part II, Validation of Evidence on Effectiveness/Success, validation of evidence and the reporting of the findings are to be done by objective.

Validation is based on evidence presented, although additional evidence obtained during the validation visit may be recorded and validated.

The validation report for each item should contain the following information: (1) what you validated; (2) how you validated; (3) what you found.

Rate the evidence according to the instruction sheets preceding each Part.

The project abstract should be validated carefully and completed after Parts II through IV have been validated. It will become the major source of information about the project or practice.

Submit four copies of the validation report, including all supporting documents, to the State educational agency within 10 days after on-site validation.

On-Site Validation

PART I--Validation of Information and Project Description
(Complete Part I After Completing Parts II through IV)*

Directions: Verify and correct the Application for Validation, Part I. Sections A and B, (Information and Project Description, Pages 15-18). This part does not require ratings. After verification and corrections, Sections A and B become part of the Validation Report. The team validation report format is found on pages 106-114.

*Parts II through IV serve as the source of information for Part I.

On-Site Validation Form

PART II--Validation of Evidence on Effectiveness/Success

DIRECTIONS FOR RATING

On-site validation of effectiveness/success is based on the evidence reported in Application for Validation, Part II Effectiveness/Success and the accompanying support documents on pages 19-34.

Validation of evidence and the reporting of findings is to be done by objectives and should parallel the evidence presented in the Application for Validation. The 15-item Validation of Effectiveness/Success corresponds to the 15-item Application for Validation. Since validation is done by objective, you will need as many sets of Part II blank validation forms as there are objectives to be validated. The handbook contains one set of forms. Reproduce as many sets as you need.

Rating by Validation Item

1. Examine and verify the evidence provided for each item under each objective by the project personnel. Validate each objective separately.
2. Circle the appropriate number. Assign a point value of "0" to any item for which no observable evidence is presented.

Assign a point value of "1" to any item for which the project staff presents observable evidence that is persuasive in support of the item intent.

Assign a point value of "2" for any item for which the project staff presents observable evidence of a substantial and persuasive, but not conclusive, nature for the item.

Assign a point value of "3" for any item for which the project staff presents observable evidence which is both conclusive and compelling that the intent of the item is wholly fulfilled.

3. Record the rating value for each item on the Validation Summary Record (at the end of this section) in the appropriate item/objective cell (page 81).

PART II--Validation of Evidence on Effectiveness/Success (cont.)

Project objective(s) identified for validation have been attained and the performance of the learners has been improved.

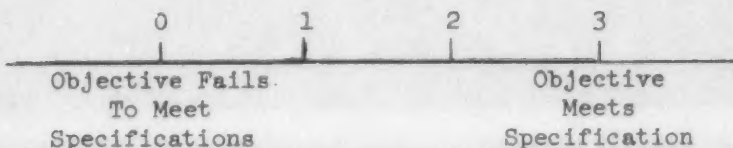
Objective No. ____

1. Review the structure of the objectives presented in Application for Validation, Part II. Determine if the objective contains the necessary specifications to render it measurable at a given point in time. The specification must include: (1) who is able to do what, (2) at what level of performance, and (3) under what conditions. Any objective not meeting the necessary specifications of measurability must be eliminated from further investigation and validation. Include an explanation of the deficiencies. If the objective to be eliminated is crucial to the significance of the project or the practice under validation, a meeting of the entire validation team should be called at this point to determine whether further validation of the project or practice is warranted.

Validation of Evidence:

Rating of Evidence:

(Circle appropriate number)



PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ____

2. Examine and verify the needs assessment procedures and findings for the nominated objective and determine the adequacy of the evidence of need to justify the selection of the objective.

Validation of Evidence:

Rating of Evidence:



PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ____

3. Examine and verify the activities (methods, strategies, program intervention, etc.) employed to accomplish the objective. Verify the intensity of each method in terms of full-time equivalent professional and nonprofessional personnel required, hours of instruction, etc.

Validation of Evidence:

Rating of Evidence:



On-Site Validation Form

PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ____

- 4(a). Each objective must have an evaluation design which will provide the information necessary to determine if the learner change occurred at the levels specified in the objective.

Review the evaluation design for each objective for the purpose of determining that implementation of the design yielded information for rendering conclusions about the attainment of the objective. (In the absence of such a design, the validator should eliminate the objective from further investigation and discuss the discrepancies encountered in the evaluation design.) If the objective to be eliminated is crucial to the significance of the project or practice under validation, a meeting of the entire validation team should be called at this point to determine whether further validation of the project or practice is warranted.

Validation of Evidence:

Rating of Evidence:



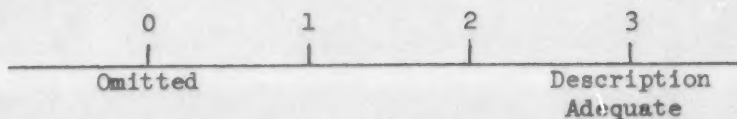
PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ____

- 4(b). Review the evaluation procedures for each objective. The description of the procedures should include who did what to whom, how, when, and under what conditions to collect evaluative data.

Validation of Evidence:

Rating of Evidence:



On-Site Validation Form

PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ____

- 4(c). Review the evidence that supports the project's claim that the project activities were the cause of the attainment of the objective(s).

When control group(s) or norms are used for purposes of comparison, the data should convincingly demonstrate that the differences reported are attributable to project intervention, not to normal growth or achievement.

Validation of Evidence:

Rating of Evidence:



PART II--Validation of Evidence on Effectiveness/Success (cont.)

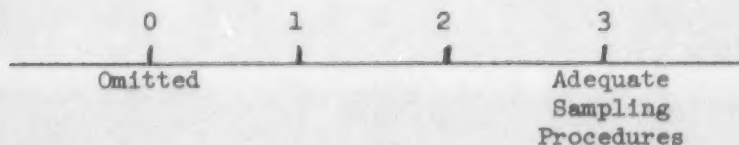
Objective No. ____

- 4(d). Review the sampling technique used for each objective. Verify the reported sample size, selection techniques, margin of error, and confidence limits and determine its appropriateness.

If sampling was not used, write NA (not applicable) in the space marked 4(d) on the Effectiveness/Success Summary Sheet.

Validation of Evidence:

Rating of Evidence:



PART II--Validation of Evidence on Effectiveness/Success (cont.)

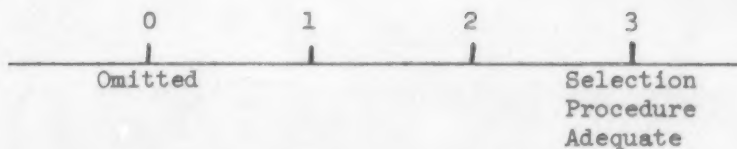
Objective No. ____

- 4(e). Review the procedures used to select control groups. Verify that the procedures used do not violate the underlying assumptions of a "control group."

Where procedures are "not applicable," write NA in the space marked 4(e) on the Effectiveness/Success Summary Sheet.

Validation of Evidence:

Rating of Evidence:



PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ____

- 4(f). Examine and verify the instrument's validity, reliability, and sensitivity to measure the range, scope, and nature of the behavior measured and determine the adequacy of the instrument used.

Validation of Evidence:

Rating of Evidence:



PART II--Validation of Evidence on Effectiveness/Success (cont.)

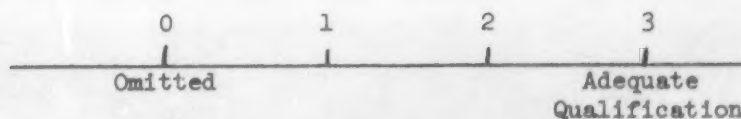
Objective No. ____

- 4(g). Persons responsible for data collection should be qualified for their tasks. Review, by objective, the tasks performed in the data collection process and those competencies (either stated or implied) required to perform those tasks.

If there was no evidence, ask for this information. Identify instruments administered by persons not qualified.

Validation of Evidence:

Rating of Evidence:



On-Site Validation Form

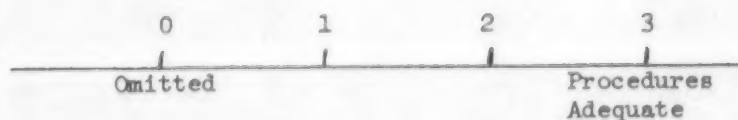
PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ____

- 4(h). Review data verification procedures used for assuring the accuracy of data for each objective. The description should include the nature of and degree to which data verification procedures were used to detect and correct errors in data management.

Validation of Evidence:

Rating of Evidence:



PART II--Validation of Evidence on Effectiveness/Success (cont.)

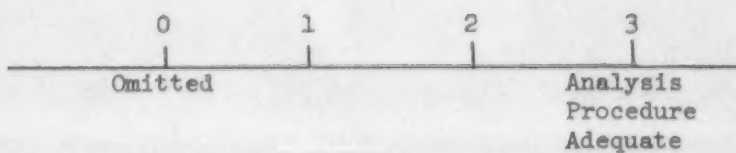
Objective No. ____

- 4(1). For each objective, there should be one or more appropriate data analysis procedure(s) to determine the extent to which objectives were attained.

Review the data analysis procedure(s) for the objective. Identify any objective for which there was no provision for analysis of data or for which the analysis procedure was inappropriate. Explain the inappropriateness. Invalidate all conclusions based on such analysis. If conclusions are invalidated and that objective eliminated from validation, a meeting of the entire validation team should be called to determine whether further validation of the project or practice is warranted.

Validation of Evidence:

Rating of Evidence:



PART II--Validation of Evidence on Effectiveness/Success (cont.)

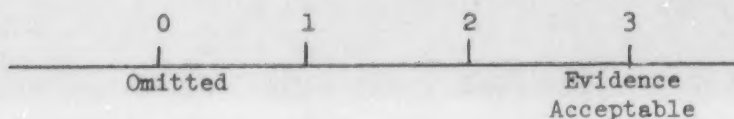
Objective No. ____

5. The evaluation findings reported for each objective in the Application for Validation should give acceptable quantitative evidence that the learner performance attainment was met as expected. Verify that the attainment level for each objective was reached and cite the appropriate evidence.

Objectives failing the criterion must be eliminated from further consideration. If the objective is eliminated, a meeting of the entire validation team should be called to determine if the objective was crucial to the significance of the project or practice under validation. Upon such determination, the entire project or practice should be rejected from further validation.

Validation of Evidence:

Rating of Evidence:



PART II--Validation of Evidence on Effectiveness/Success (cont.)

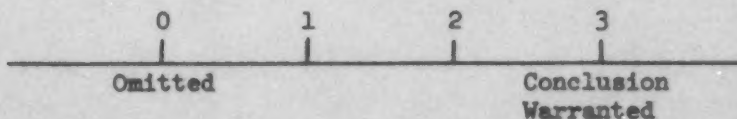
Objective No. ____

6. The evaluation supports the conclusion that the associated learner change implicit in the attainment of the objective was directly associated with project activities. Examine the conclusions drawn from the evaluation evidence for the objective for the purposes of verifying that the evidence supports the probability that learner change was associated with project activities; examine the conclusions to determine the generalizability of the findings.

Objectives failing the criterion must be eliminated from further consideration.

Validation of Evidence:

Rating of Evidence:



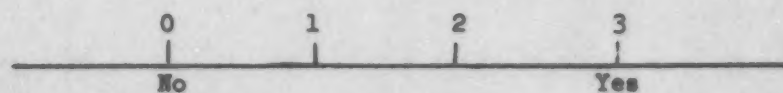
PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ____

7. Review and verify the evidence supporting the conclusions that the findings for each objective are (a) statistically and (b) educationally significant.

Validation of Evidence:

Rating of Evidence:



SUMMARY RATING

Add additional objectives as needed.

If item 4(d) or 4(e) is rated NA (not applicable), divide the total by 8.
If item 4(d) and 4(e) are rated NA (not applicable), divide the total by 7.
Enter result under item 4 in summary record above.

Rating Points
Nominated Objectives by Number

- TOTAL

[illegible]

PART III--Validation of Evidence on Cost Information

Cost Information: Information on start-up and operational costs which, when combined with Part II, Effectiveness/Success, and Part IV, Exportability, will help an interested school district make a decision about adoption/adaption of the project practice.

DIRECTIONS FOR RATING

On-site validation of cost is based on the evidence reported in the Application for Validation, Part III, Cost Information, and the accompanying supporting documents.

Rating by Validation Item

1. Examine and verify the evidence provided for each item by the project personnel.
2. Circle the appropriate number. Assign a point value of "0" to any item for which no observable evidence is presented.

Assign a point value of "1" to any item for which the project staff presents observable evidence that is persuasive in support of the item intent.

Assign a point value of "2" for any item for which the project staff presents observable evidence of a substantial and persuasive, but not conclusive, nature for the item.

Assign a point value of "3" for any item for which the project staff presents observable evidence which is both conclusive and compelling that the intent of the item was wholly fulfilled.

3. Record the rating value for each item on the Validation Summary Record (on page 88) in the item cell keyed to the number of the item.

PART III--Validation of Evidence on Cost Information (cont.)

1. Examine and verify the total expenditure for the last completed grant period and the estimated cost of adopting/adapting this program by another school district.

Validation of Evidence:

Rating of Evidence:
(Circle the appropriate number)

0	1	2	3
Omitted		Complete and reasonable	

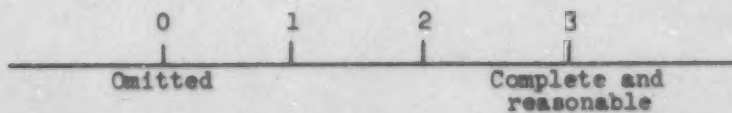
On-Site Validation Form

PART III--Validation of Evidence on Cost Information (cont.)

2. Examine and verify the evidence on per-learner cost and the method used to determine cost.

Validation of Evidence:

Rating of Evidence:



PART III--Validation of Evidence on Cost Information (cont.)

3. Examine and verify the evidence related to the determination of the average number of hours per learner served for the last grant period.

Validation of Evidence:

Rating of Evidence:



On-Site Validation Form

PART III--Validation of Evidence on Cost Information (cont.)

4. Examine and verify the evidence related to the estimated start-up costs for replication of the project and the method used to determine the costs.

Validation of Evidence:

Rating of Evidence:

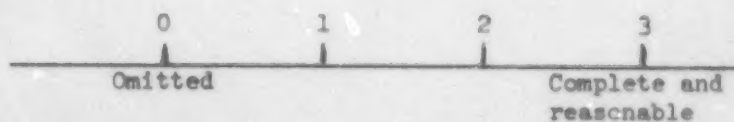


PART III--Validation of Evidence on Cost Information (cont.)

5. Examine and verify the evidence related to the estimated per-learner start-up costs for the purpose of replication in a similar environment.

Validation of Evidence:

Rating of Evidence:



PART III--Validation of Evidence on Cost Information

SUMMARY RATING

<u>Evidence of Cost Items</u>	<u>Rating Points</u>
1. Cost information for last completed grant period	
2. Per-learner cost information	
3. Information on average number of hours per learner	
4. Information on start-up costs for replication	
5. Information on per-learner start-up costs	
SUMMED RATING POINTS (Summed Rating Points Must Total 15 for Validation)	
Total Scaled Score (Summed Score Divided by 5)	
Transfer Scaled Score to p. 104.	

PART IV--Validation of Evidence of Exportability

DIRECTIONS FOR RATING

1. Examine and verify the evidence provided for each item reported in the Application for Validation, Part IV, Exportability.
2. Report in the space provided HOW you validated the evidence presented and the FINDINGS of the validation. DO NOT repeat the evidence presented by the project unless new evidence, not reported in the Application for Validation, is used.
3. Circle the appropriate number. Assign a point value of "0" to any item for which no observable evidence is presented.

Assign a point value of "1" to any item for which the project staff presents observable evidence that is persuasive in support of the item intent.

Assign a point value of "2" for any item for which the project staff presents observable evidence of a substantial and persuasive, but not conclusive, nature for the item.

Assign a point value of "3" for any item for which the project staff presents observable evidence which is both conclusive and compelling that the intent of the item was wholly fulfilled.

4. Record the rating value for each item on the Validation Summary Record (on page 103) in the item cell keyed to the number of the item.

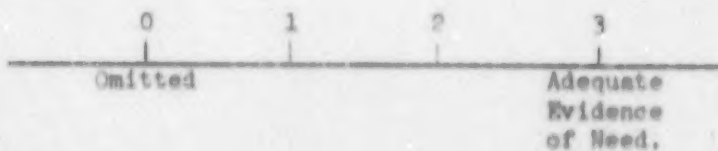
PART IV--Validation of Evidence on Exportability (cont.)

A validated practice is exportable if (1) it is feasible to communicate to other school districts and (2) it can be adopted or adapted by other school districts with similar needs and environments. Used interchangeably with Portable, Replicable, and Communicability.

1. Examine and verify the description and documentation of the local educational need for this project.

Validation of Evidence:

Rating of Evidence:
(Circle the appropriate number)

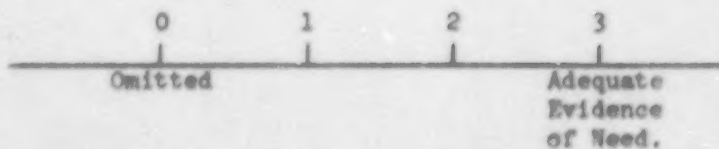


PART IV --Validation of Evidence on Exportability (cont.)

2. Examine and verify the evidence that the project will be continued with State or local funds after the termination of Federal funds.

Validation of Evidence:

Rating of Evidence:

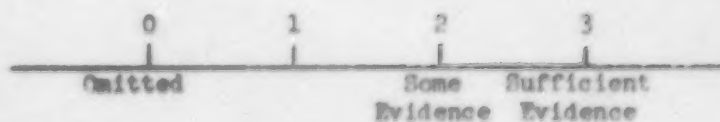


PART IV--Validation of Evidence of Exportability (cont.)

3. Examine and verify the evidence that the Board of Education will operate the project as a demonstration site, assuming funds are made available for demonstration purposes.

Validation of Evidence:

Rating of Evidence:



PART IV --Validation of Evidence on Exportability (cont.)

4. Examine and verify the accuracy of the described target population of the project.

Validation of Evidence:

Rating of Evidence:



PART IV--Validation of Evidence of Exportability (cont.)

5. Examine and verify the accuracy of the descriptions of institutional variables critical to the success of the project, i.e., school administration, teaching staff, physical facilities.

Validation of Evidence:

Rating of Evidence:



PART IV--Validation of Evidence of Exportability (cont.)

6. Examine and verify the accuracy of the descriptions of any community and home variables, e.g., the necessity for parental and community involvement.

Validation of Evidence:

Rating of Evidence:



PART IV--Validation of Evidence of Exportability (cont.)

7. Examine and verify the accuracy of the description of the activities determined by the project staff to be critical to the success of the project.

Validation of Evidence:

Rating of Evidence:



PART IV--Validation of Evidence of Exportability (cont.)

8. Examine and verify that the essential materials (software) are fully developed and publicly available for potential adoptors.

Validation of Evidence:

Rating of Evidence:

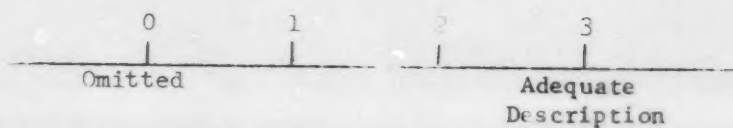
0	1	2	3
Omitted		Software Fully Developed and Available	

PART IV--Validation of Evidence of Exportability (cont.)

9. Examine and verify the descriptions of the types, numbers and special qualifications of personnel required for the project.

Validation of Evidence:

Rating of Evidence:



PART IV--Validation of Evidence of Exportability (cont.)

10. Examine and verify the descriptions of the procedures and materials necessary for personnel training.

Validation of Evidence:

Rating of Evidence:

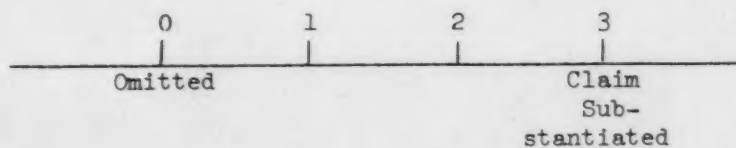


PART IV--Validation of Evidence of Exportability (cont.)

11. Examine and verify the claim that the project can be adopted in whole or in part.

Validate Evidence:

Rating of Evidence:

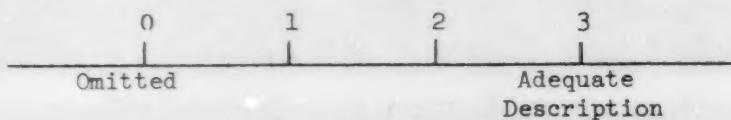


PART IV--Validation of Evidence of Exportability (cont.)

12. Examine and verify the adequacy of the description of the special equipment (hardware) and/or unique facilities required for the project.

Validation of Evidence:

Rating of Evidence:

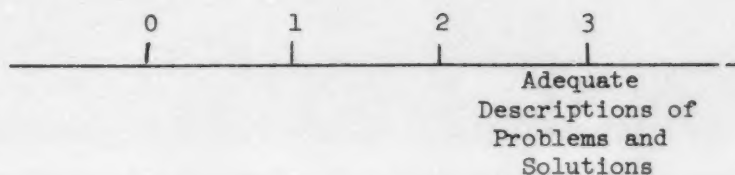


PART IV--Validation of Evidence of Exportability (cont.)

13. Examine and verify the accuracy of the descriptions of the problems and solutions in implementation of the project.

Validation of Evidence:

Rating of Evidence:



PART IV--Validation of Evidence of Exportability (cont.)

SUMMARY RATING

<u>Evidence of Exportability Items</u>	<u>Rating Points</u>
* 1. Description of Learner Needs	
* 2. Continuation of Project with State or Local Funds	
* 3. Willingness to Serve as a Demonstration Site	
4. Description of Target Population	
5. Description of Institutional Variables	
6. Description of Community and Home Variables	
7. Description of Project Activities	
* 8. Availability of Software	
9. Description of Personnel	
*10. Training Procedures and Materials	
11. Adaptability of Projects	
12. Description of Hardware	
13. Description of Problems and Solutions	

SUMMED RATING POINTS

(Summed Rating Points Must Total 35 for Validation)

Total Scaled Score (Summed Score Divided by 13)

Transfer Scaled Score to p. 104.

* Items 1, 2, 3, 8, and 10 must each receive a rating of 3 points. If any one of these items does not receive a rating of 3 points, reject the project from further validation.

VALIDATION SUMMARY

Validation of Evidence on Effectiveness/Success

Total Scaled Score.....

Validation of Evidence on Cost

Total Scaled Score

Validation of Evidence on Exportability

Total Scaled Score

TOTAL

VALIDATION REPORT

Directions: The Validation Report consists of five sections.

Section A, Project Information, and Section B, Project Description, are to be taken from Part I, Sections A and B, of the Application for Validation after such information has been verified on site or corrected.

Section C contains the conclusions and recommendations of the team members including minority reports.

Section D is a statement of the innovativeness of the Project, and

Section E requires six attachments of reports and certifications.

Section A

PROJECT INFORMATION

Area of concern _____
(e.g., Career Education, Handicapped, Reading, etc.)

Project Title _____

Project Director's Name _____

Address _____ City _____ State _____ Zip Code _____

Phone Number (include area code) _____

Application Agency _____

Location _____
(Street Address)

City _____ State _____ Zip Code _____

Superintendent's Name _____

Address _____ City _____ State _____ Zip Code _____

Phone Number (include area code) _____

Project Period: Beginning _____ date _____ Ending _____ date _____

Expenditures:

<u>Grant Period</u>	<u>Title III Funds</u>	<u>Other Funds</u>	<u>Total Funds</u>
_____ to _____	\$ _____	\$ _____	\$ _____
_____ to _____	\$ _____	\$ _____	\$ _____
_____ to _____	\$ _____	\$ _____	\$ _____
_____ to _____	\$ _____	\$ _____	\$ _____
Total	\$ _____	\$ _____	\$ _____

Section B

PROJECT DESCRIPTION

1. Describing the Context

- a. Describe the needs and motivation that encouraged the local education agency to apply for ESEA Title III funding.
- b. Discuss the general purpose or goals of the project.
- c. Describe the context in which the project operated such as locale, population of the school and community, financial conditions of the school, other special features.

2. Explaining the Project

- a. The opening statement should describe "what" the project proposes to accomplish. This should include the identification of the major measurable projective objectives. The "what" may also show what makes the project different from similar projects.
- b. The information on "what" should be followed by "how," which refers to the services, activities, methods, personnel, facilities, equipment, and materials used to accomplish the objectives of the project. Services refers to such services as guidance and counseling, health, and reading instruction. Methods refers to such methods as individualized instruction or a phonetic approach to reading. Report only major activities of the teacher and the learners and the duration of such activities. Personnel refers to professionals, including consultants, and nonprofessionals, including volunteers and teacher aides.
- c. The information on "how" should be followed by "who." Describe the beneficiary participants such as students, parents, teachers. Include information on special attributes such as dropouts, handicaps, migrants. Give the number of participants and their grade spans.
- d. Follow the information on "how" with "when" and "where." "When" refers to a specific time or period of the project (e.g., summer, after-school, four-day week, one-hour per day). "Where" refers to the place where the services are performed (e.g., in school, off campus, at a center or other location).

2. Explaining the Project (cont.)

- e. Give human interest examples relating to the involvement of children--their activities, attitudes, reactions and feelings; problems encountered; special relationships with the community; etc.

3. Describing Effectiveness

Summarize the evaluation strategy and the evidence of the effectiveness and exemplary character of the program.

- a. Begin by identifying the major measurable objectives that were validated. This will set the stage for describing effectiveness by indicating who should do what under what conditions and to what minimum standard of performance.
- b. Describe the number and method of selecting participants for the project and also for evaluation, if they differ.
- c. Describe the number and method of selecting persons for the comparison groups, if any.
- d. Describe the special occurrences during the project year that might affect the interpretation of the project results such as the number of participants who left the project, the number who were added, any period of inactivity for the project, unavailability or lateness of arrival of materials.
- e. Describe the evaluation strategy. This includes what was evaluated and who, when, where, and how the evaluation was conducted. Identify the evaluation instruments and discuss their validity and reliability. Give the time lapse between pre-tests and post-tests, if applicable.
- f. Describe the findings and relate them to each objective. Use measures of central tendency, dispersion, and other descriptive statistical techniques in your description of the findings. Report other analysis undertaken. Report comparisons made from collected data. Illustrate summary data in graphic displays, charts, and tables.
- g. Report the statistical test used to determine the significance of the learner change and the resulting level of significance. Taking into account the errors of measurements and the internal and external validity of the data, draw conclusions as to the extent to which each objective was attained and the statistical and educational significance of that attainment.

3. Describing Effectiveness (cont.)

When using control group(s) or norms for purposes of comparison, the data should demonstrate that the statistical differences found were attributable to project intervention activities, not to normal growth or achievement.

- h. State conclusions where possible that the project is effective and is superior to other more commonly used approaches or methods and that the findings are generalizable to other groups.

4. Describing Costs

Give the developmental and operational costs, based on the total expenditure cost of the last grant period. Based on your experience, estimate what you believe would be the start-up cost for another district (assuming the district can profit from your development of materials, etc.).

5. Describing Exportability Factors

Summarize step-by-step the processes that would be involved in adoption of the project by other school districts, including information about materials, equipment, staff training.

6. Publications and Materials

If locally developed publications are available for dissemination, give title, description and cost.

7. Describing Unanticipated Outcomes and Spinoff Findings

Section C

Conclusions and recommendations of team members including minority report (attach additional sheets as needed):

Section D

A statement as to the innovativeness of the project as viewed by the Validation Team (attach additional sheets as needed):

Validation Report

Section E

Six attachments make up Section E:

1. A copy of the on-site validation form with the team's final rating.
2. Copies of individual team members written reports which form the basis for the chairman's summary report.
3. Certification by team members that the reports and accompanying documents are accurate and valid and that the project has been validated. (See sample form on p. 113.)
4. Certification by the superintendent of the local educational agency that the project will be continued and the conditions of the continuation. (See sample form on p. 114.)
5. Certification by the Chief State School Officer that the team ratings and comments have been reviewed and found to be accurate and complete. (See sample form on p. 115.)
6. State educational agency checklist. (See p. 116.)

CERTIFICATION BY VALIDATION TEAM (E3)

Name of Project _____

School District _____

Address _____

We hereby certify that the above cited project

_____ is certified as being validated

_____ is not certified as being validated

Date _____

Signature of Validation Team:Address and telephone number:(1) _____
(Chairman)

(2) _____

(3) _____

(4) _____

Comments:

CERTIFICATION BY SCHOOL SUPERINTENDENT (E4)

Name of Project: _____

School District: _____

Address: _____

I hereby certify that the above cited project, which is under my administration, will, if validated, and if federal, state or other funds are available, serve as a state or national demonstration site for a period of at least one calendar year from the date of notification of such selection.

Superintendent of School District

Date

CERTIFICATION BY CHIEF STATE SCHOOL OFFICER (E5)

I hereby certify that:

1. Project: _____
(Title)

in the _____ was visited on _____
(name of local educational agency) (date)

by a team of _____ experienced and trained validators.
(no. of team members)

2. The team consisted of: _____
(Name) (State)

(Name) (State)

(Name) (State)

(Name) (State)

3. I have examined the team's final report, and based on the data reported,
I am satisfied that the project meets all the criteria of exemplariness
and is hereby declared validated.

(Chief State School Officer)

Date

Name of Project _____

State _____

The following checklist will be used to alert appropriate officials of any possible problems which might affect the project being disseminated. State educational agencies may wish to review the items in the checklist when they consider projects for nomination for validation. The questions should be answered in terms of the project.

YES NO

- ___ ___ Is the title of the project included?
- ___ ___ Is the name, address and phone number of the Project Director included?
- ___ ___ Is the name of the local superintendent included?
- ___ ___ Is there a statement of the LEA's commitment to continue the project as a demonstration site?
- ___ ___ Is the project period and funding information complete?
- ___ ___ Is the target population identified?
- ___ ___ Are the project objectives clearly and succinctly stated?
- ___ ___ Are the activities designed to achieve each objective clearly stated?
- ___ ___ Are the evaluation strategy and the evaluation findings clearly stated?
- ___ ___ Are the evaluation findings statistically and educationally significant?
- ___ ___ Does the project meet the criterion for exportability?
- ___ ___ Does the project meet the criterion for effectiveness/success?
- ___ ___ Does the project meet the criterion for cost information?
- ___ ___ Does the project have evidence of LEA commitment?
- ___ ___ Did the validating team contain the minimum number of three (3) experts?
- ___ ___ Did the State Advisory Council recommend the project for consideration?
- ___ ___ Does the project conform to ESEA Title III regulations?
- ___ ___ Are there any fiscal audit problems pending?
- ___ ___ Is there any organized negative community reaction to the project?
- ___ ___ Are any civil rights or other legal matters pending?
- ___ ___ Is the majority (over 50%) of the cost of the project contracted?
- ___ ___ If there are nonpublic school children living in the project area having similar needs are they included in the project?

Signed by Appropriate Official for Nominating State

Date

FORM FOR SUBMITTING ESEA, TITLE III, MATERIALS
TO THE USOE DISSEMINATION REVIEW PANEL

PROGRAM AREA (e.g., career education, disadvantaged, reading):

PROJECT TITLE:

LOCATION:

SOURCE AND LEVEL OF FUNDING:

PROGRAM START DATE:

BRIEF DESCRIPTION OF PROJECT:

Goals and objectives

Context (community, school, student characteristics)

Program description (grade level, years of operation, size, curricula, materials, staffing, facilities, time involved, parental involvement, preservice/in-service training, etc.)

Costs (total, per pupil, or expressed in other terms, initial implementation, ongoing maintenance, etc.)

EVIDENCE OF EFFECTIVENESS (not to exceed 8 pages):

Summarize in appropriate detail the evaluation evidence for the effectiveness and exemplary character of the program or model in question. In order to be acceptable, the evaluation need not be a strict experimental design (i.e., longitudinal measures, random assignment to treatment and control groups, etc.), although this type of evaluation evidence would be the most desirable. However, in order for USOE to officially approve and recommend for wide scale adoption a particular educational project, technique, or model, there must be some kind of high quality, objective, methodologically sound, quantitative assessment which demonstrates that the project in question is effective and superior to other more commonly used approaches or methods. Thus, in order to approve the dissemination of any project, the panel will require a detailed summary of the role and evidence including such things as who conducted the evaluation, sample sizes, differences or changes in whatever outcome measures were employed, the statistical reliability and educational significance of these differences, etc.